PRIMARY THREE TERM ONE 2024

PRIMARY THREE ENGLISH SCHEME OF WORK TERM ONE - 2024

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **THEME** | **SUB – THEME** | **SKILLS** | **CONTENT** | **COMPETENCES** | **METHODS** | **L/ACTIVITIES** | **INSTRUCTIONAL**  **MATERIALS** | **INDICATORS ofLIFE SKILLS AND VALUES** | | **REF** | **REM** |
|  |  | **THE ALPHABET** | ORIENTATION OF LEARNERS, CORRECTIONS OF HOLIDAY WORK AND B.O.T. EXAMS | | | | | | | | | | |
| 1wk | 4  P  d  s | Alphabetical Order | Listening  Speaking  Reading  Writing | **Alphabetical order**  Arranging words when:  -the first letters are different.  -the first letter are similar  -using the second letter.  -using the third letter. | The learner:  -recognizes letters of the English alphabet.  -pronounces words correctly.  -arranges words in alphabetical order correctly. | -Class discussion  -Look, say and use  observation | -Arranging letters of the English alphabet in order.  -Sorting words on the flash cards  -Arranging words in alphabetical order | axe, eggs, basket, cup, plate  Flash cards  showing words given | **effective communication**  -articulation  **Friendship formation**  -sharing with others  responsibility | RS Thematic Everyday English Practice Book | |  |
| 2wks | 5pds | Punctuation Marks | **Punctuation marks**  **-**use of capital letters.  -using different punctuation marks:  -full stop(period)  -comma  -question mark  -an apostrophe  -an exclamation mark | The learner:  -identifies capital and small letters(lower and upper case)  -uses different punctuation marks correctly. | * Group discussion * Role play/ simulation * Guided discovery * Dramatisation * Brain storming | * Sorting capital letters from small letters. * Writing capital and small letters. * Role playing--mother * Punctuating sentences and texts. * Abbreviating/ contracting different words. | -Flash cards showing lower case and upper case letters.  -markers and pieces of paper.  Printed stories on pieces of paper.  -apples, bread, shoes, etc.  -Atlases  -Calendars | **Effective communication**   * Fluency * audibility * Problem solving   -verbal and non-verbal communication  **Values**  -Respect  -Independence  -logical reasoning   * Meaningfulness * Articulation * Analyzing statements |  |
| 1wk | 3  Pds | Articles | Listening  Speaking  Reading  Writing | **Articles**  -Indefinite articles  ‘a/an’  -Definite article ‘the’ | The learner:  -identifies the two types of articles.  -Uses articles correctly.  - | -Guided  discovery  - Class discussion  -Brainstorming  -Demonstration | -pronouncing and spelling articles.  -Constructing sentences using articles. | umbrella  oranges  picture of an elephant  apron  desk  chair  shelf  files  pencils  books  bags | -effective communication  -accuracy  -fluency  -articulation  **Values**  -Appreciation  -Togetherness | English core Grammar | |  |
| 4wks | 12pds | **Nouns**  **NOUNS** | **Classes of nouns**  **Number** | Listening  Speaking  Reading  Writing | **Nouns**  **-**meaning of ‘noun’  **(a) Classes of nouns.**  **-proper nouns**  **-common nouns**  I)Concrete nouns  II) Abstract nouns  III)Collective nouns  IV)Occupational nouns  V)Compound nouns | The learner:  -identifies classes of nouns and classifies nouns correctly.  -Constructs sentences using different classes of nouns.  -Identifies and forms abstract nouns correctly.  -constructs sentences using abstract nouns.--gives the examples of concrete, collective, occupational and compound nouns.  -identifies people’s occupations and their places of work.  -forms compound nouns.  -Identifies countable nouns.  -Forms correct plurals of different count(able) nouns.  -pronounces plural markers correctly. | -Guided discussion  -Guided discovery  -Listen, say and use | -identifying proper nouns.  -Identifying concrete, collective, occupational and compound nouns.  -Constructing sentences using nouns.  - | Peoples’ names  cities  towns  days of the week  books  doors  desks | -Self awareness  -self –esteem  -appreciation  -respect | Oxford Practice Grammar | |  |
|  |  |  | **Classes of nouns**  **Number** | Listening  Speaking  Reading  Writing | (**b) Number(singular and plural)**  **Nouns that**:  -add s  -add es  -drop y for i + es  -add s to y  -change f/fe to ves  -add s to f  -irregular nouns  -zero plural | -forms plurals of concrete, collective, occupational and compound nouns.  -constructs sentences using words related to gender. -gives examples of proper nouns.  - -identifies nouns and gives their opposites. | Guided discovery  -Listen, say and use | -forming plurals of concrete, collective, occupational and compound nouns. | tomato  fly  loaves of bread  roof | effective communication  -accuracy  -fluency  -articulation  **Values**  -Appreciation  Togetherness | Oxford Practice Grammar  English Grammar in Use | |  |
| (c**) Gender in**  **Nouns** | -spells and pronounces vocabulary related to gender correctly.  -forms masculine and feminine of nouns. | -brainstorming | -forming masculine and feminine in nouns | -boys and girls  -pictures and photographs |